

# Counseling and Guidance Plan



Eufaula High School

2023-2024

## MISSION STATEMENT

The mission of the Eufaula High School Comprehensive School Guidance and Counseling program is to provide a structured program of services to ensure that all students (Grades K-12), regardless of their individual differences, acquire the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners. Our comprehensive program addresses the educational, career, and personal/social competencies necessary for all students to function and contribute in a changing society.

**The Eufaula City Schools' Guidance and Counseling Department's Comprehensive Developmental Guidance and Counseling Program is based upon the following beliefs:**

- All children are unique and can benefit from the counseling and guidance services described in the *Comprehensive Counseling and Guidance Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.
- Every student has the right to participate in activities that promote self-direction and self development.
- Every student has the right to make choices and accept responsibility for choices made.
- Every student has the right to participate in a comprehensive school counseling and guidance program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.

**The Eufaula City Schools' Comprehensive Guidance and Counseling Program is an integral part of the overall educational program and serves as a critical link to the instructional program and the community.**

- is data-driven to meet the specific needs of the students' goals and developmental student competencies,
- involves planning and coordination with other representatives of the school and community with a purposeful and sequential program of activities,
- utilizes many combined resources of the community,
- is evaluated on specific goals and agreed upon student competencies,
- actively involves students and others.

# Program Benefits

## Benefits for Students

- Ensures every student access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success.
- Provides strategies for closing **the** achievement gap
- Promotes **the** most challenging and appropriate academic curriculum for each student
- Advocates for students and promotes equitable access to educational opportunities

## Benefits for Parents/Guardians

- Supports active partnerships for student learning and career planning
- Invites and coordinates access to school and community resources
- Advocates for **student** academic, career, and personal development
- Provides training and informational workshops
- Provides data for information on student progress

## Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- **Increases collaboration** with school counselors and teachers
- Supports development **of** classroom management skills
- Analyzes data to improve school climate and student achievement

## Benefits for Administrators

- Utilizes data for school improvement
- Uses data for implementation of the *Educator Effectiveness* evaluation system
- Provides a proactive school guidance curriculum that addresses student needs and enhances **school** climate.

## Benefits for School Counselors

- Defines responsibilities within the context of a school counseling and guidance program
- Eliminates non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and agents of change
- Ensures the school counseling and guidance program contributes to **the** school's mission
- Provides evidence **of** ongoing activities for the implementation of the *Educator Effectiveness* evaluation system

## Benefits for Communities

- Builds collaboration with businesses and industries and enhances the potential for every student's postsecondary success
- Provides a workforce with a stronger academic foundation
- Promotes equity and access to the workforce

## Delivery Systems

The Eufaula City Schools District Comprehensive Guidance and Counseling Program provides services in accordance with the four delivery components. A combination of the four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) is utilized in assisting students to achieve their competencies. This approach ensures that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development.

### **Guidance Curriculum**

The guidance curriculum component consists of structured developmental experiences presented systematically to all students through classroom and group activities that address the three primary domains (academic development, career development, and personal/social growth) of human development. The curriculum lessons focus on decision-making, goal setting, peer relationships, self-awareness, career awareness, the world of work, labor market information and educational and career planning. The counselor's responsibilities include the organization and implementation of classroom guidance lessons and group guidance. The counselors are involved with student orientation and parent orientation. They conduct small and large groups dealing with study skills, problem-solving, test taking skills, peer relationships, questioning skills, bullying, resume writing, goal setting and many other topics.

**Classroom Guidance Activities:** Counselors facilitate, co-lead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities.

**Group Activities:** Counselors conduct small-group counseling sessions outside the classroom to respond to students' identified interests or needs. Small-group counseling may be either immediate-response **or** long-term counseling.

**Interdisciplinary Curriculum Development:** Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance curriculum. Counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.

**Parent Workshops and Instruction:** Counselors conduct workshops and information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

Topics for school guidance curriculum activities within this component may include:

- Self-Concept
- Communication Skills
- Peer Relationships
- Substance Abuse Programs
- Post-High School Planning
- Career Awareness and Exploration
- Study Skills
- Choice-Making Skills
- Employment Skills
- Diversity
- Anger Management
- Bullying
- Suicide Prevention
- Erin's Law

## Individual Student Planning

The individual student planning component consists of activities that focus on assisting each student with developing, analyzing, and evaluating educational, career, and personal goals/plans. Individual student planning emphasizes test interpretation, while academic counseling includes postsecondary education, career/technical education, and career planning. Examples of individual student planning delivery options within this component may include, but are not restricted to:

**Individual or Small-Group Appraisal:** Counselors help students assess and interpret individual abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important aspect of individual development of immediate and long-range plans.

**Individual or Small-Group Advisement:** Counselors help students acquire self appraisal skills; personal and social development skills; and educational, career, and labor market information. This information assists students in planning for personal, academic, and career aspirations. Counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.

**Placement and Follow-Up:** Counselors advise students in making transitions by providing information and by assisting in the access of resources.

Topics for individual student planning activities may include, but are not limited to:

- Career Awareness and Exploration
- Career/Technical Education Programs
- Teacher Advisor Programs
- Career Shadowing
- Postsecondary Application Process
- Four-Year Educational Plan
- Honors and Awards Program
- Financial Aid/Scholarship Advising
- Interview Skills
- Resumes

The counselors play a role in identifying at-risk students. At-risk students are identified by evaluating their academic record, discipline referrals, attendance, and state assessment data.

Additionally, some Eufaula counselors coordinate, facilitate, and/or conduct the following activities:

- Individual advisement
- Educational placement of students
- Program planning (parents and students)
- Interpreting test results
- New student registration
- Educational and career plans (including a four-year plan)
- Career interest inventories
- Transcript reviews
- Creates Master Schedules for schools
- issues schedules and make necessary adjustments
- maintain student records
- provide requested student information to appropriate agencies on a continuous basis
- assist with college selection and admission
- financial aid workshops
- acquiring scholarship information
- career fairs
- career portfolios
- personal and social issues that affect school performance and future plans

The counselor assists in the identification of at-risk and special needs students. At-risk students are identified by evaluating their academic record, discipline referrals, attendance, and state assessment data. The counselor is often responsible for the coordination and administration of assessments. Counselors should assist with the interpretation of assessments given at their school. These tests include but are not limited to:

- PreACT
- PSAT
- ACT
- SAT
- ASVAB
- NWEA MAP
- WorkKeys
- AP Exams

## RESPONSIVE SERVICES

Responsive services include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation. Examples of responsive services delivery options within this component may include, but are not restricted to:

**Consultation:** School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families. Advocacy may include participation in student study teams and student management teams.

**Personal Counseling:** Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making.

**Crisis Counseling:** Counseling and support services are provided to students and families facing emotional crises as outlined in the school crisis management plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.

**Peer Facilitation:** Counselors may train students as peer mediators, conflict managers, tutors, and mentors. Programs should adhere to **the** ethics standards and practices established by the National Peer Helpers Association.

**Referrals:** Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to:

- Mental Health Agencies
- Employment and Training Programs
- Vocational Rehabilitation
- Juvenile Services
- Social Services
- Grief Counseling Deployment

Eufaula City school counselors strive to include activities that meet the immediate needs and concerns of individual students whether those concerns involve individual or group counseling, information dissemination, crisis intervention, peer mediation, consultation or referral. When cases are identified that require outside, emergency, long-term, and/or intensive treatment, the counselors work closely with the school nurses, the system social worker, school resource officers, the juvenile court system, local hospice, local mental health providers, and the Barbour County Department of Human Resources.

## SYSTEM SUPPORT

System support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. Examples of system support delivery options within this component may include, but are not restricted to:

**Professional Development:** Counselors are regularly involved in updating professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to professional journals.

**In-Service:** Counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. Counselors may provide in-service instruction in school guidance curriculum and areas of special concern to the school and community.

**Consultation, Collaboration, and Teaming:** Counselors provide important contributions to the school system by consulting, partnering, collaborating, and teaming.

**Public Relations:** Counselors design activities to orient the staff and community about the comprehensive school counseling and guidance program.

**Community Outreach:** Counselors forge partnerships with local businesses, industries, and social service agencies. Community outreach requires counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.

**Consultation with Staff:** Counselors consult regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.

**Curriculum Development Support:** Counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.

**Advisory Committees:** Counselors form counseling and guidance advisory committees at both the system and the individual school level. Counselors actively serve on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs.

**Program Management and Operations:** Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Budget, facilities, policies and procedures, and research and resource development are elements of management activities.

**Research and Evaluation:** Some examples of counselor research and evaluation include *Lee County Teacher Evaluation Program* or other personnel guidance evaluations, program evaluations, data analysis, follow-up studies, professional development, and updating of resources.

**Fair-Share Responsibilities:** Fair-share responsibilities may include such tasks as bus duty, playground duty, class/club sponsorship, and taking tickets at sports events. Non-guidance responsibilities assigned to counselors should not be above and beyond those of other certified staff members, and should not interfere with the delivery of guidance services.

In the Eufaula City School System, the system support component activities are two-fold. The first includes those activities that establish, maintain and enhance the preceding three program components. Activities in this component include program development, program evaluation and assessment, parent education, materials development, testing and community relations. The second aspect of the system support component includes activities that support other programs in the school. Those activities include, but are not limited to:

- EL Committee Member
- Building Test Coordinators
- Alabama Continuous Improvement Plan (ACIP) Committee Member
- School 504 Designee/Member
- IEP Team Member
- Response to Instruction Team (RTI) Member
- Building Leadership Team Member
- MTSS Committee Member

At some schools, counselors schedule students, assist with lunchroom and bus duty, assist administrators and teachers with identifying student needs, serve on school and curriculum committees, etc. The counselors conduct classroom guidance assessments and utilize that data to analyze its impact. They collaborate with teachers in determining the factors that are impeding the success of students and conduct follow-up assessments of the students. The counselors play a role in identifying at-risk students. At-risk students are identified by evaluating their academic record, discipline referrals, attendance, and state assessment data.

When funding is made available, the counselors continue professional growth by attending seminars, workshops, in-services, and completing classes to maintain certification with the State Department of Education, the National Board of Certified Counselors, and The National Board of Certified School Counselors. Many of the Eufaula City Schools counselors hold membership in the Alabama Counseling Association and the American School Counselor Association.

**EUFAULA HIGH SCHOOL SCOPE AND SEQUENCE CHART FOR ACADEMIC  
DEVELOPMENT DOMAIN, CAREER DEVELOPMENT DOMAIN, AND PERSONAL/SOCIAL  
DOMAIN FOR GRADES 9-12**

**ACADEMIC DEVELOPMENT DOMAIN**

**Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

**Competency A:B2 Plan to Achieve Goals**

|        | <b>Indicators</b>   |
|--------|---|
| A:B2.1 | Establish challenging academic goals in elementary, middle/junior high and high school  |
| A:2.3  | Develop and implement annual plan of study to maximize academic ability and achievement |

**CAREER DEVELOPMENT DOMAIN**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**Competency C:A.2 Develop Employment Readiness**

|        | <b>Indicators</b>  |
|--------|--|
| C:A2.2 | Apply job readiness skills to seek employment opportunities            |
| C:A2.3 | Demonstrate knowledge about the changing workplace                     |
| C:A2.4 | Learn about the rights and responsibilities of employers and employees |
| C:A2.5 | Learn to respect individual uniqueness in the workplace                |
| C:A2.6 | Learn how to write a resume  |

**Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.

**Competency C:B.2** Identify Career Goals

|        | <b>Indicators</b>   |
|--------|---|
| C:B2.2 | Assess and modify their educational plan to support careers |

# EHS COUNSELING PLAN 2023-2024

## **AUGUST**

- Complete student schedules/address scheduling concerns/balance classes
- Host Registration (10th-12th)/Freshman Festival
- Attend Open House
- Attend monthly counselors meeting
- Faculty orientation for WIN
- Faculty orientation for DHR & Mandatory Reporting
- Conduct individual/group counseling
- Attend parent conferences
- 504 folder updates (check for review dates)
- Consult with ARCH
- Attend Building Test Coordinators meeting
- Attend RtI Meeting

## **SEPTEMBER**

- Attend monthly counselor meeting
- Conduct individual/group counseling
- Consult with ARCH
- Attend RtI Meeting
- Attend parent conferences
- Conduct 504 meetings
- Host National ACT administration
- Attend Workforce Development meeting
- Host Senior BBQ
- Host Social Media Parent Program
- Auburn University college tour
- Troy University college tour

## **OCTOBER**

- Attend monthly counselor meeting
- Conduct individual/group counseling
- Consult with ARCH
- Attend RtI Meeting
- Attend parent conferences
- Conduct 504 meetings
- Host Barbour County College Fair
- Process progress reports
- Red Ribbon Week
- Administer PreACT
- Administer PSAT
- Administer ASVAB
- Attend first Youth Leadership Barbour meeting
- Attend MTSS meeting

## **NOVEMBER**

- Attend monthly counselor meeting
- Conduct individual/group counseling
- Consult with ARCH
- Attend RtI Meeting
- Attend parent conferences
- Conduct 504 meetings
- 2024-2025 Course Registration Guide edits
- Administer Workkeys assessment
- Love Like Lexi student and parent programs
- MTSS Meeting
- Order AP exams for Fall courses
- DAR Good Citizen nomination due
- Host National ACT administration

## **DECEMBER**

- Attend monthly counselor meeting
- Conduct individual/group counseling
- Consult with ARCH
- Attend RtI Meeting
- Attend parent conferences
- Conduct 504 meetings
- Host National ACT administration
- 2024-2025 Course Registration Guide edits continued
- Attend 504 Conference
- Christmas Ornaments and Cookies with Seniors
- Boys and Girls State nomination

## **JANUARY**

- Attend monthly counselor meeting
- Conduct individual/group counseling
- Consult with ARCH
- Attend RtI Meeting
- Attend parent conferences
- Conduct 504 meetings
- Process end of semester grades and report cards
- Fall Semester Excellence Assembly
- Begin FAFSA completions
- Final 2024-2025 Course Registration Guide presented for board approval
- ACCESS testing

## **FEBRUARY**

- Attend monthly counselor meeting
- Conduct individual/group counseling
- Consult with ARCH
- Attend RtI Meeting
- Attend parent conferences
- Conduct 504 meetings
- Administer spring ASVAB
- Attend Southeast WOW
- Continue FAFSA completion
- Host National ACT administration
- Workkeys testing (2nd administration)
- Conduct large group registration meetings
- Begin individual registration with students
- Youth Leadership Barbour trip
- Host FAFSA workshop

## **MARCH**

- Attend monthly counselor meeting
- Conduct individual/group counseling
- Consult with ARCH
- Attend RtI Meeting
- Attend parent conferences
- Conduct 504 meetings as needed
- Complete Workkeys testing (2nd administration)
- Process end of nine weeks grades and report cards
- Continue individual registration meetings with students
- State ACT testing for Juniors
- ACAP Alternate testing
- MTSS meeting
- Host FAFSA workshop

## **APRIL**

- Attend monthly counselor meeting
- Conduct individual/group counseling
- Consult with ARCH
- Attend RtI Meeting
- Attend parent conferences
- Conduct 504 meetings as needed
- Advisory Council Meeting
- State ACT make-up
- Host FAFSA workshop
- Senior Breakfast
- Begin Master Schedule building

## **MAY**

- Attend monthly counselor meeting
- Conduct individual/group counseling
- Consult with ARCH
- Attend RtI Meeting
- Attend parent conferences
- Conduct 504 meetings as needed
- Plan and coordinate Senior Honors Assembly
- Senior Walk-Through
- Senior Luncheon
- Finalize senior GPAs and ranks
- Graduation
- AP testing
- Continue building master schedule
- Adjust course requests based on failure list
- Process end of semester grades and report cards
- Second semester Excellence Assembly
- Finalize transcripts

## **JUNE-JULY**

- Attend MEGA Conference
- Summer School
- Finalize master schedule